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ABSTRACT

As of June 1976, 11 states had adopted special requirements for teachers in bilingual education programs. This publication contains these requirements. The information was obtained as a small part of a survey of state education agencies undertaken in October 1975. The bilingual teacher certification requirements are given here, by state, for the 11 involved: Arizona, California, Delaware, Illinois, Indiana, Massachusetts, Michigan, New Jersey, New Mexico, Rhode Island and Texas. In addition, the bilingual/bicultural teacher education standards adopted by the National Association of State Directors of Teacher Education and Certification are appended. (CLK)

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STATE CERTIFICATION REQUIREMENTS FOR TEACHERS FOR BILINGUAL EDUCATION PROGRAMS

JUNE 1976

NCES 77-239

STATE CERTIFICATION REQUIREMENTS FOR TEACHERS FOR BILINGUAL EDUCATION PROGRAMS JUNE 1976

By

Dorothy Waggoner

National Center for Education Statistics

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FOREWORD

As a part of the growing commitment to the concept of bilingual education as a means of providing equal educational opportunity to the Nation's linguistically and culturally different children, 11 States have adopted special requirements for teachers who wish to teach in bilingual education programs. These requirements–from Arizona, California, Delaware, Illinois, Indiana, Massachusetts, Michigan, New Jersey, New Mexico, Rhode Island, and Texas–are contained in this publication. In addition, the common standards adopted by the National Association of State Directors of Teacher Education and Certification (NASDTEC) for the preparation of teachers for bilingual/bicultural education programs are also included.

NCES is pleased to make this information available to assist other States which may be considering the adoption of certification requirements, institutions of higher education with programs to prepare teachers for bilingual assignments, and individuals seeking to enter the field.

This publication is one of a series prepared by NCES's Bilingual Studies Group.

Leslie Silverman, Acting Chief
Elementary and Secondary
Analysis Branch

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INTRODUCTION

This publication contains the special requirements for teachers who wish to teach in bilingual education programs in the 11 States which had adopted bilingual teacher certification or other special requirements for teachers for bilingual education programs as of June 1976. The information was obtained by the National Center for Education Statistics as a small part of a survey of State education agencies undertaken in October 1975. A report on the full survey results is being prepared for publication separately.

Responses to the Question on Certification or Other Criteria

The information was provided by the States in response to the question "Do you have requirements for State certification or other criteria for personnel working in bilingual education or other programs designed to meet the needs of limited-English-speaking persons?"

In addition to the 11 States with special requirements for teachers for bilingual education programs, summarized in the following paragraphs and shown in the chart on page 2, 7 other States and the Territory of Guam provided information about certification requirements, but not for bilingual education programs *per se*. Guam reported that 18 hours of course credit in English and in language learning and either Peace Corps or other cross-cultural experience are required for its teachers. Louisiana, in keeping with its objectives to further proficiency in French and other languages as "second" languages, has a second-language specialist certification but has not yet developed certification for bilingual education. Nebraska, which has not established certification requirements for bilingual teachers, reported that it adheres to the common standards for bilingual/bicultural teacher education approved by the National Association of State Directors of Teacher Education and Certification (NASTEC) (appendix).

Five States—Maryland, New Jersey, New Mexico, Rhode Island, and Wisconsin—responded that they had certification requirements or other special requirements for teachers desiring to teach English as a second language to limited-English-speaking persons, as distinguished from requirements for teachers for bilingual education programs. However, since information about requirements for ESL programs is contained in the publication of the national organization of Teachers of English to Speakers of Other Languages (TESOL),[1] we are reporting here only the requirements for teachers for bilingual education programs.

Responses to the State agency survey were not received from two States. It has been verified by independent means that these States did not have special requirements for certification of teachers for bilingual education programs as of June 1976.

States With Special Requirements for Teachers for Bilingual Education Programs

The 11 States which reported special requirements for teachers for bilingual education programs were the following (see also chart, column 1):

Arizona	Michigan
California	New Jersey
Delaware	New Mexico
Illinois	Rhode Island
Indiana	Texas
Massachusetts	

The requirements are reflected in a separate certification for bilingual education teachers in seven of the States—Arizona, California, Delaware, Illinois, Massachussets, New Mexico, and Texas. In addition to separate certification, California has a basic teaching credential with a bilingual/cross-cultural emphasis (similar to an endorsement), and Texas has a provision for limited endorsement of regular teaching certificates for teachers already in bilingual education programs. Finally, the requirements are combined as a bilingual endorsement or specialization rating in

[1] *Tesol Training Program Directory, 1974-76*, compiled and edited by Charles H. Blatchford (Teachers of English to Speakers of Other Languages, Washington, D.C., 1975)

Type of certification and requirements for teachers for bilingual education programs, by State, June 1976

State (1)	Type of Certification		Requirements						
			Language proficiency			Teaching methods			
	Separate Certificate (2)	Endorsement of regular Certificate (3)	Language other than English (4)	English (5)	Knowledge of cultural heritage (6)	General (7)	Bilingual (8)	English as a second language (9)	Field experience in Bilingual situations (10)
Arizona	x		x	x	x	x			x
California	x	x	x		x		x	x	x
Delaware	x		x		x			x	x
Illinois	x		x	x	x				
Indiana		x	x		x	x			
Massachusetts	x		x	x	x		x		x
Michigan		x	x		x			x	x
New Jersey		x	x	x	x		x	x	
New Mexico	x		x		x		x		x
Rhode Island		x	x		x		x		
Texas	x	x	x	x	x		x	x	x
Total	7	6	11	5	11	2	6	5	7

connection with the regular teachers' certification in the remaining four States—Indiana, Michigan, New Jersey, and Rhode Island.

Requirements for Certification or Endorsement of Teachers for Bilingual Education Programs

All of the State bilingual teacher certification or endorsement requirements include proficiency in a language other than English (chart, column 4). Also requiring proficiency in English are Arizona, Illinois, Massachusetts, New Jersey, and Texas. All of the States require some kind of competence in the culture and heritage of minority groups to be served by bilingual programs (chart, column 6).

With regard to teaching methods, the requirements of California, New Jersey, and Texas call for competence both in methodology relating to the use of two languages as media of instruction—the specifically bilingual methodology—and in English-as-a-second-language (ESL) methodology. The requirements of Massachusetts, New Mexico, and Rhode Island call for competence only in bilingual methodology; those of Delaware and Michigan, competence only in ESL methodology. Some kind of student teaching or other field experience in bilingual or multicultural situations is required of candidates for certification or endorsement as bilingual teachers in 7 of the 11 States—Arizona, California, Delaware, Massachusetts, Michigan, New Mexico, and Texas.

The NASDTEC standards (see appendix) provide that candidates for positions in bilingual/bicultural education should have regular teaching credentials for elementary or secondary schools, should be prepared to instruct students in content areas in English and their dominant language other than English, have knowledge of the history and culture of the target student population, and be competent in both bilingual and ESL methodology. In connection with the latter they state that students should be given opportunities to demonstrate their ability in field experiences with students, parents, and community members.

State Certification Requirements for Teachers for Bilingual Education Programs

Bilingual Teacher Certificate[1]

A. Valid elementary or secondary teaching certificate.

B. Completion of an approved program at an Arizona college or university, *OR*

C. Completion of an equivalent program to include evidence of competence in the following areas with a minimum of fifteen (15) semester hours in the culture and methodology areas:

1. Culture: fundamental aspects of ethnic group cultures; survey of commonalities and differences of the major aspects of cultures, including history, language, fine arts, and social sciences.

2. Methodology: the classroom methodology taught shall be related to the teaching major; a related multicultural field experience.

D. Language:

1. Proficiency in the second language must be verified by the language department of a regionally or nationally accredited institution.

2. Proficiency in English as a second language must be verified by the language department of a regionally or nationally accredited institution.

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[1] Rules and Regulations Governing the Certification of Teachers and Administrators in Arizona, 8.02 05.

Special Instruction Credential With Authorization in Bilingual Cross-Cultural Education[1]

Direct Application Basis

Before September 15, 1977, but not thereafter, application may be made directly to the Commission for the specialist instruction credential authorizing in bilingual cross-cultural instruction. Coursework must have been completed on or after July 1, 1964, and acceptable experience shall have commenced on or after September 1, 1970. Each applicant shall hold a valid basic teaching credential requiring a degree and teacher preparation. This may be a partial, preliminary, postponed, clear, or life credential, issued under present or prior regulations. In addition, applicants shall have successfully completed in accredited institutions a program including the following:

POSTGRADUATE WORK: A minimum of 24 semester hours or equivalent beyond the bachelor's degree.

SPECIALIZED PREPARATION: 24 semester hours of upper division of graduate level course work in the specialized area or in related areas, which shall include but not be limited to coverage of each of the three categories listed below (1, 2, and 3).

Not over 6 semester hours of credit may be allowed toward categories 1 and 2 below for teaching experience, at the rate of 3 semester hours of credit for each full year of experience. Verification of such experience shall be shown by continued employment in the public schools as a bilingual teacher in a bilingual program maintained with state or Federal categorical funds, or as a teacher designated by a district or county as a bilingual teacher, in a position or positions which utilize the teacher's bilingual instructional skills as verified by an appropriate district or county official.

SPECIFIC REQUIREMENTS (All competencies must be met.):

(1) *Bilingual Cross-Cultural Teaching Techniques and Strategies*

- (A) Bilingual teaching strategies
- (B) Team teaching, with use of paraprofessionals
- (C) Performance-based teaching
- (D) English as a Second Language (ESL) technique
- (E) Target population language as-a-second-language technique
- (F) Development of bilingual and/or cross-cultural teaching materials
- (G) Teaching the bilingual and/or bicultural child
- (H) Teaching of reading in the target language

(Preparation in this area should include, but not be limited to: minority-oriented curriculum; motivation, characteristics, and development of minority students as related to classroom performance; communication differences; communication and language arts needs of children from bilingual families; curriculum development and evaluation of minority and bicultural education programs; materials and methods for teaching foreign language and ESL; basic philology and linguistics; implications for teaching culturally different and/or educationally deprived; laboratory practice teaching culturally and linguistically different; reading theory and methods designed for bilingual and/or non-English-speaking children.)

[1]State of California Commission for Teacher Preparation and Licensing, Licensing Law of 1970 (Ryan), R-BC/CC CL-441, revised 7-76

CALIFORNIA–Continued

(2) *Target Language Competence* (Must be verified.)

(A) Communication level:
Oral comprehension
Aural comprehension
Reading
Writing

(B) Component level:
Speaking
Writing

(C) Linguistics:
Current
Historical

(Preparation should include either the passing of an appropriate examination, or coursework to develop competence in speaking, reading, writing, and listening to the target language in the case of foreign speaking, or the ability to speak and understand the language of the sub-culture in the case of a linguistically different minority.)

(3) *Competencies and Knowledge of the Culture*

(A) Contemporary life style of the target population (their current life style in the United States)

(B) The mother culture(s) of the target population.

(Preparation should include social and economic factors related to the target population, community influences; philosophy of education for the culturally and/or linguistically different, and
the target population's background of history, culture, awareness, and values.)

Competence in aural understanding, speaking, reading, and writing in a language other than English and an understanding of the culture associated with that language. These competencies shall be demonstrated by one of the following procedures:

(A) Passing an examination(s) covering each of the specified areas of competence in the language and culture. The examination(s) shall be designated by the Commission for Teacher Preparation and Licensing.

(B) Passing an assessment covering each of the specified areas of competence in the language and culture administered by a Commission-approved California institution.

(C) Passing an assessment covering each of the specified areas of competence in the language and culture by panel(s) of bilingual certificated teachers appointed by the governing board of a local educational agency or county superintendent of schools.

(A summary adapted from credential regulations and Commission policies.)

Basic Teacher Credential With a Bilingual/Cross-Cultural Emphasis[1]

California's basic teacher credential with a bilingual/cross-cultural emphasis is earned by a candidate following a program leading to the basic credential at an institution specifically approved by the State Commission for Teacher Preparation and Licensing to offer a Bilingual/Cross-Cultural Emphasis program. The credential may be multiple subject or single subject. The candidate must demonstrate certain competencies in the language and the culture of the selected target population of the non and limited-English-speaking pupils the particular program emphasizes. In addition, the teacher candidate must demonstrate:

> subject matter competence in English and the target language of the emphasis program . . . [and] teaching competence in the subject matter authorization which is to be also taught in the target language.

The candidate must also demonstrate competence in bilingual/cross-cultural reading skills, including oral reading ability in both English and the target language and ability to teach reading to non and limited-English-speaking pupils. "A substantial portion of the required nine semester units in professional education" in the programs leading to the basis credential with a bilingual/cross-cultural emphasis must include bilingual/cross-cultural competencies:

> in order to assure that the credential candidate can successfully develop skills and competence to teach his/her teaching authorization in English and the target language.

At least one-half of the student teaching assignment must be in bilingual/cross-cultural instruction.

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[1]Supplementary Instructions for the Development of a Multiple and Single-Subject Professional Preparation Program With a Bilingual/Crosscultural Emphasis, California Commission for Teacher Preparation and Licensing, revised February 1976.

Emergency Bilingual/Cross-Cultural Teaching Credential[1]

(a) Requirements. This credential, valid for a one-year period, may be granted to an applicant who meets all of the requirements of (1), (2), (3), (4), (5), and (6).

(1) Completion of at least 90 semester units of college or university coursework from accredited colleges or universities.

(2) Competence in aural understanding, speaking, reading, and writing in a language other than English, to be listed on the credential and an understanding of the culture associated with that language. These competencies shall be demonstrated by one of the following procedures:

(A) Passing an examination or examinations covering each of the specified areas of competence in the language and culture. Such examination or examinations shall be designated by the Commission for Teacher Preparation and Licensing.

(B) Passing an assessment covering each of the specified areas of competence in the language and culture administered by a Commission-approved California institution.

(C) Passing an assessment covering each of the specified areas of competence in the language and culture by panel(s) of five bilingual certificated teachers appointed by the governing board of a local educational agency or county superintendent of schools.

(3) Either of the following:

(A) Three semester hours of coursework, or its equivalent, in methods, techniques, and materials used in bilingual classroom instruction earned in a teacher preparation institution approved by the Commission.

(B) Successful completion of an in-service program of instruction in methods, techniques, and materials used in bilingual classroom instruction provided that the program is approved by a local educational agency or a county superintendent of schools.

(4) Verification that the applicant meets either of the following:

(A) Has served in a bilingual classroom setting in a public school providing direct instructional services for a minimum of two years or equivalent.

(B) Is currently serving as a paraprofessional providing direct instructional services in a bilingual classroom.

(5) Verification that the applicant is enrolled or has been admitted to a Commission approved teacher preparation institution.

(6) Submission of the Statement of Need described in California Administrative Code, Title 5, Section 5920.3.

(b) Authorization. The Emergency/Bilingual Cross-Cultural Teaching Credential authorizes the holder to teach at grade twelve and below in classes for limited and non-English speaking students in subjects which the applicant is academically competent to teach.

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[1]Title 5 Regulations, sec. 5920.6.

(c) Terms of Renewal. An Emergency Bilingual/Cross-Cultural Teaching Credential shall be renewed for one year periods upon completion, during the life of the credential, of six semester units or its equivalent of collegiate work leading to a credential.

(d) Special Instruction. The employing agency or district shall treat a person teaching on the basis of this credential as an intern and provide necessary supervision and assistance. To the extent possible, the supervision and assessment of the bilingual classroom teacher should include bilingual certificated personnel.

Elementary Teacher Certificate–Bilingual[1]

Required in grades 1-6, valid in State Approved middle schools grades 5-8 and valid in grades 7-8.

I. *Requirements for the Standard Certificate*

A. Bachelor's degree from an accredited college, *and*;

B. General Education–
Satisfactory completion of bachelor's degree, *and*;

C. Professional Education–

1. Completion of a teacher education program in elementary education bilingual in the language area of assignment

– OR –

2. Completion of the required course work in a teacher education program in elementary education, *and*;

a. Minimum of 15 semester hours in the language area of assignment at or above the third year college level

– OR –

Demonstrated fluency in the language area of assignment as determined by the NTE (score at fiftieth percentile)

– AND –

b. Three semester hours in *Teaching English as a Second Language*

– AND –

c. Knowledge of the target group's culture as demonstrated by:

Three semester hours credit in the culture of the target group

– OR –

Significant personal connection with the target community such as formative or work experience

– OR –

An appropriate workshop approved by the Department of Public Instruction in the target group's culture

– AND –

d. Bilingual student teaching in an elementary school program in the language area of assignment.

[1] Delaware State Department of Public Instruction Certification of Professional Public School Employees

II. *Requirements for the Limited/Standard Certificate* (not renewable)

Issued for a period of three years at the request of a Delaware Public School to a person who meets the requirements listed below and who is employed as a bilingual elementary teacher to allow for the completion of the requirements for the standard certificate as listed under Section I. above.

A. Requirements of I. A. and I. B. above, *and*;

B. Specialized Professional Preparation–

Course work as required in I. C. 2a, b, and c. (Student teaching will be satisfied by three years of satisfactory teaching experience in a bilingual elementary school program in the language area of assignment.)

***

CERTIFICATES ISSUED FOR THIS POSITION

Standard	See above
Limited/Standard	See above
Provisional	Upon request of a Delaware Public School for a teacher employed for this position who meets the standards as set forth under *Types of Certificates – Provisional*
Emergency	None

Secondary Teacher Certificate–Bilingual [1]

Required in grades 9-12, valid in grades 7-8 in a junior high school, and valid in grades 5-8 in a State approved middle school.

I. *Requirements for the Standard Certificate*

A. Bachelor's degree from an accredited college, *and*;

B. General Education–
Satisfactory completion of bachelor's degree, *and*;

C. Professional Education–

1. Completion of a program in teacher education in secondary education bilingual in the language area of assignment and the subject area of assignment

– OR –

2. Completion of a major in the subject area of assignment, *and*;

a. Minimum of 15 semester hours in the language area of assignment at or above the third year college level

– OR –

Demonstrated fluency in the language area of assignment as determined by the NTE (score at fiftieth percentile)

– AND –

b. Three semester hours in *Teaching English as a Second Language*

– AND –

c. Knowledge of the target group's culture as demonstrated by:

Three semester hours credit in the culture of the target group

– OR –

Significant personal connection with the target community such as formative or work experience

– OR –

An appropriate workshop approved by the Department of Public Instruction in the target group's culture

– AND –

d. Bilingual student teaching in a secondary school program in the language area of assignment.

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[1] Delaware State Department of Public Instruction Certification of Professional Public School Employees

II. *Requirements for the Limited/Standard Certificate* (not renewable)

Issued for a period of three years at the request of a Delaware Public School to a person who meets the requirements listed below and who is employed as a bilingual secondary teacher to allow for the completion of the requirements for the standard certificate as listed under Section I. above.

A. Requirements of I. A. and I. B. above, *and*;

B. Specialized Professional Preparation–

Course work as required in I. C. 2a, b, and c. (Student teaching will be satisfied by three years of satisfactory teaching experience in a secondary bilingual school program in the language area of assignment.)

***

CERTIFICATES ISSUED FOR THIS POSITION

Standard	See above
Limited/Standard	See above
Provisional	Upon request of a Delaware Public School for a teacher employed for this position who meets the standards as set forth under *Types of Certificates – Provisional*
Emergency	None

Transitional Bilingual Education Teacher Certificate[1]

No person shall be eligible for employment by a school district as a teacher of transitional bilingual education unless he meets the requirements set forth in this Section. School districts shall give preference in employing transitional bilingual education teachers to those individuals who have the relevant foreign cultural background established through residency abroad or by being raised in a non-English speaking environment. The Certification Board shall issue certificates valid for teaching in all grades of the common school in transitional bilingual education programs to any person who presents it with satisfactory evidence that he (a) possesses an adequate speaking and reading ability in a language other than English in which transitional bilingual education is offered and communicative skills in English, and either (b) possesses a current and valid teaching certificate issued pursuant to Article 21 of this Code[2] or (c) possessed within five years previous to his applying for a certificate under this Section a valid teaching certificate issued by a foreign country, or by a State or possession or territory of the United States, or other evidence of teaching preparation as may be determined to be sufficient by the Certification Board; provided that any person seeking a certificate under subsection (c) of this Section must meet the following additional requirements:

(1) Such persons must be in good health;

(2) Such persons must be of sound moral character;

(3) Such persons must be legally present in the United States and possess legal authorization for employment;

(4) Such persons must not be employed to replace any presently employed teacher who otherwise would not be replaced for any reason.

Certificates issuable pursuant to subsection (c) of this Section shall be issuable only during the 5 years immediately following the effective date of this Act and thereafter for additional periods of one year only upon a determination by the State Board of Education that a school district lacks the number of teachers necessary to comply with the mandatory requirements of Sections 14C-2.1 and 14C-3 of this Article for the establishment and maintenance of programs of transitional bilingual education and said certificates issued by the Certification Board shall be valid for a period of 6 years following their date of issuance and shall not be renewed. Such certificates and the persons to whom they are issued shall be exempt from the provisions of Article 21 of this Code except that Sections 21-12, 21-13, 21-16, 21-17, 21-19, 21-21, 21-22, 21-23 and 21-24 shall continue to be applicable to all such certificates.

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[1] Illinois School Code, Para. 14C-8, Teacher Certification—Qualifications—Issuance of Certificates, 1961, March 18, Laws 1961, p. 31, § 14C-8, added by P.A. 78-727, § 1, eff. Oct. 1, 1973. Amended by P.A. 79-1079, § 1, eff. Oct. 1, 1975.

[2] Chapter 122, § 21-1 et seq.

Bilingual and Bicultural Endorsement to a Standard or Professional License [1]

This endorsement recognizes the holder's ability to teach areas listed on the Standard or Professional License in a bilingual and/or bicultural setting.

I. The candidate for the bilingual and bicultural endorsement must:

   A. Show oral and written proficiency in the target language.

   B. Complete 12 semester hours of course work distributed over the following areas:

      1. Methods of instruction in bilingual and bicultural education.

      2. Development of bilingual and bicultural programs.

      3. Culture of the bilingual target language group.

II. Coverage: This endorsement certifies the holder's proficiency to teach the subject area and/or grade levels specified on his license to students whose ethnic and/or cultural background is the same as speakers of the target language.

III. Professionalization: This endorsement becomes professionalized when the holder has completed three semester hours of graduate credit related to the culture of the target language group and has met the professionalization requirements for the basic preparation level of the Standard License.

[1] Indiana Department of Public Instruction, General Commission and Division of Teacher Certification.

Transitional Bilingual Education Teacher Certificates

Section 6 of the Transitional Bilingual Education Act of the Commonwealth of Massachusetts provides:

> The board shall grant certificates to teachers of transitional bilingual education who present the board with satisfactory evidence that they (1) possess a speaking and reacing ability in a language, other than English, in which bilingual education is offered and communicative skills in English; (2) are in good health, provided that no applicant shall be disqualified because of blindness or defective hearing; (3) are of sound moral character; (4) possess a bachelor's degree or an earned higher academic degree or are graduates of a normal school approved by the board; (5) meet such requirements as to courses of study, semester hours therein, experience and training as may be required by the board; and (6) are legally present in the United States and possess legal authorization for employment.

The following are specific requirements established by the Board of Education: [1]

Elementary School Teachers of Transitional Bilingual Education (Kindergarten through Grade VIII).

An applicant for certification as an elementary teacher of Transitional Bilingual Education shall submit evidence of eighteen semester hours in elementary education, not less than six semester hours of which must be in supervised student teaching in a bilingual education class in the elementary grades. The remaining semester hours must include courses covering Methods and Materials in Bilingual Education in Elementary Education and one of the following:

Educational Psychology, including Child Growth and Development,
Philosophy of Education,
Curriculum Development in Bilingual Education in Elementary Education.

Secondary School Teachers of Transitional Bilingual Education (Junior and Senior High Schools).

An applicant for certification as a teacher of Transitional Bilingual Education in the secondary schools shall submit evidence of:

1) Twelve semester hours in Secondary Education, not less than six semester hours of which must be in supervised student teaching in bilingual education in the secondary grades. The remaining semester hours must include courses in Methods and Materials in Bilingual Education in Secondary Education and one or more of the following areas:

Educational Psychology, including Adolescent Growth and Development,
Philosophy of Education,
Curriculum Development in Bilingual Education in Secondary Education

and

2) Eighteen semester hours in one of the following areas: English, History, Geography, Social Studies, Mathematics, Chemistry, Physics, Biology, General Science, Earth Science, one of the foreign languages.

Special Subject Teachers of Transitional Bilingual Education.

An applicant for certification as a special subject teacher of Transitional Bilingual Education shall submit evidence of:

[1] *Two Way* (Bureau of Transitional Education, Massachusetts Department of Education, Boston, n.d.), pp. 27-30.

1) Twelve semester hours in Education approved for the preparation of teachers of the special subject. Not less than six semester hours must be in supervised student teaching at the appropriate level. The remaining semester hours must include courses in Methods and Materials in Bilingual Education and one of the following areas:

Education Psychology, including Child and/or Adolescent Growth and Development,
Philosophy of Education,
Curriculum Development in the Special Subject Field

and

2) Eighteen semester hours in one or more of the following areas: Health and Physical Education, Health, Business Subjects, Home Economics, Industrial Arts, Reading, Art, Music, Speech, Driver Education.

Special Class Teachers of Transitional Bilingual Education (Mentally Retarded).

1) An applicant for certification as a special class teacher of Transitional Bilingual Education shall submit evidence of thirty semester hours in Education covering the following areas:

Methods and Materials in Bilingual Education,
Psychology of Subnormal and Unadjusted Children,
Industrial Arts and/or Crafts or Domestic Arts,
Special Class Methods,
Educational Measurements,
Supervised Student Teaching

or

2) Regularly appointed teachers of bilingual education with three years of classroom experience in bilingual education may be certified as teachers of Transitional Bilingual Education by submitting evidence of such experience together with proof of completion of twelve semester hours of:

Psychology of Subnormal and Unadjusted Children,
Special Class Methods,
Educational Measurements,
Industrial Arts and/or Crafts or Domestic Arts.

Teachers of Speech and Hearing Handicapped in Transitional Bilingual Education.

An applicant for certification as a teacher of speech and hearing handicapped in Transitional Bilingual Education shall submit evidence of thirty semester hours of Education. Eighteen of these semester hours shall be distributed over the following six required areas, each of which shall be represented by at least one two-semester-hours course:

Anatomy and Physiology of the Speech and Hearing Mechanism,
Speech Pathology,
Speech Correction, including Laboratory Clinical Practice or Student Teaching,
Speech Reading and Auditory Training, including Laboratory Clinical Practice or Student Teaching,
Phonetics,
Diagnostic Hearing Testing.

The remaining twelve semester hours shall include Methods and Materials in Bilingual Education and any three of the following areas:

Psychology of the Handicapped,
Principles of Teaching Handicapped Children,

Child Development,
Adolescent Development,
Guidance,
Educational Tests and Measurements,
Mental Hygiene.

Teachers of the Deaf in Transitional Bilingual Education.

An applicant for certification as a teacher of the deaf in Transitional Bilingual Education shall submit evidence of thirty semester hours in Education completed within a six-year period. The thirty semester hours must include courses in:

Methods and Materials in Bilingual Education,
The Teaching of Speech to the Deaf,
The Teaching of Language to the Deaf,
Methods of Teaching Elementary School Subjects to the Deaf,
Problems in the Education and Guidance of the Deaf,
Auditory and Speech Mechanism,
Audiometry, Hearing Aids, and Auditory Training,
Methods of Teaching Speechreading to the Deaf and Hard of Hearing,
Observation and Student Teaching,
Psychology of Exceptional Children.

Criteria to Determine Bilingual Teacher Competencies in Language Skills and Culture [1]

Chapter 71A, Section 6 of the Acts of 1971, Transitional Bilingual Education, establishes requirements for the granting of certificates to teachers of Transitional Bilingual Education who possess such qualifications as are prescribed in the Law. A school committee or an approved teacher preparatory institution, using criteria established by the Board of Education, may determine that an individual possesses a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability. A statement to this effect signed by a superintendent of schools or the appropriate administrator of the preparing institution and approved by the Director of the Bureau of Transitional Bilingual Education may be submitted as evidence that an individual meets this requirement.

The Board of Education of the Commonwealth of Massachusetts herein issues criteria to determine a bilingual teacher's competencies in language skills and culture in accordance with Chapter 71A, Section 6, Acts of 1971. The criteria established by the Board of Education as given below are applicable to teachers teaching content in non-English languages and to teachers teaching the language itself and to teachers teaching the culture of the language considered.

1. To determine that an individual possesses a speaking and reading ability in a language other than English he must meet the Foreign Service Institute Native or Bilingual Proficiency rating S-4 and R-4.

S-4. Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within the range of his experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

R-4.[2] Able to read all styles and forms of the language pertinent to professional needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in his special field including official and professional documents and correspondence; can read reasonably legible handwriting without difficulty.

2. To determine that an individual possesses communicative skills in English he must meet the Foreign Service Institute Minimum Professional Proficiency S-3 and R-3.

S-3. Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

R-3. Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his special field. Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms.

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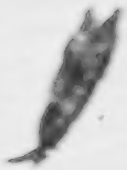
[1] *Two Way* (Bureau of Transitional Education, Massachusetts Department of Education, Boston, n.d.), pp. 32-33.

[2] Note.–Chinese: Special consideration given to languages such as Chinese and Japanese.

3. To determine that an individual possesses an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability he must meet the Modern Language Association Statement of Qualification for Teachers of Modern Foreign Languages as adapted below.

> An understanding of the cultural and linguistically different people and their culture such as is achieved through travel and residence abroad, through study of systematic descriptions of the other culture, its geography, history, art, social customs, and contemporary civilization.



Bilingual Teacher Certification Endorsement [1]

Section 390 of Act 294, P.A. 1974, defines bilingual instruction as the use of two languages, one of which is English, as media of instruction for speaking, reading, writing, or comprehension. Other portions of the act specify that a child be enrolled in a program for three years, or until the pupil achieves a level of proficiency in English language skills sufficient to receive an equal educational opportunity in the regular school program. The act also authorizes the inclusion of instruction in bilingual programs in the history and culture of the area associated with the language spoken by these children of limited English-speaking ability.

The act states or implies the characteristics of bilingual programs and, therefore, bilingual teacher preparation program content. The objective of the public school bilingual program is the enhancement of English skills of English-limited children to the end that these children can succeed in the regular school program.

It is concluded that while the greatest frequency of bilingual programs will be in the elementary grades, programs must extend through the 12th grade to provide appropriate assistance to all pupils in need of this experience. Rule 51 (4) of the Certification Code authorizes a K-12 teacher certificate endorsement and it is concluded that the K-12 endorsement pattern should characterize all bilingual teacher training programs whether this be for new trainees or as a preparation program leading to an endorsement to an existing teacher certificate.

Rules 26 (1) (b) and 27 (1) (b) identify a minor as being 20 semester hours or a group minor as being 24 semester hours. It is concluded that a bilingual preparation program for new trainees or an endorsement to an existing certificate must be a group minor of at least 24 semester hours.

The essential ingredients for a bilingual preparation program are as follows:

1. *A methodology component* designed to develop trainee skills in teaching English to children of limited English-speaking ability. This will include, but not be limited to, teacher knowledge and skills necessary for the development of pupil skills in speaking, reading, writing and comprehension when English is a second language for such pupils. It shall also include work in linguistics appropriate to the preparation of bilingual teachers.
2. *A cultural component* specific to the non-English specialization area for which the teacher is seeking an endorsement shall include instruction in the immediate history and the culture of the geographic areas associated with the non-English language referred to below. The objective of this component is to enable the teacher to understand the culture and the environment of the child of limited English ability.
3. *A foreign language component*, since the act requires that bilingual teachers be proficient in both the oral and written skills in the language for which they are endorsed. The purpose of the skill in a foreign language is not concluded to be identical with the credit hour system of a foreign language major or minor. The foreign language skill level must be high enough to permit the bilingual teacher to use that non-English language as a communications medium to teach limited English-speaking ability children. Applicants for admission to bilingual teacher preparation programs may be highly proficient in a foreign language or have little, if any, proficiency. This training component, therefore, must include an assessment procedure to determine the trainee's proficiency, and flexible options leading to skill development in the use of a non-English language. While proficiency is defined as that level typically possessed by a person completing a college minor in a foreign language as measured by a nationally standardized examination, this component of the program must be defined in skill levels and not credit hours.

[1] Michigan Department of Education, fall 1975.

This portion of the bilingual teacher training program must be characterized as flexible, as including an assessment procedure to determine proficiency prior to admission, an opportunity for the acquisition of the non-English language skills, and a terminal assessment procedure to determine that the teacher trainee has in fact achieved that desirable skill level.

4. Because the statute proposes programs to serve all children of limited English-speaking ability and because of the very strong probability of children attending schools with any of the possible languages spoken in the world, it is concluded that some schools may wish to offer bilingual programs for children whose native language is not reflected in any available college-based training program. Such schools may be able to identify a teacher aide with proficiency in the language of the target population who can work with a bilingual teacher in assisting these pupils to develop skills in English in speaking, reading, writing, and comprehension. The training component, therefore, should include the development of trainees' abilities in working with the teacher aide.

5. Programs designed to prepare candidates for initial certification should include a directed teaching component for such persons. Such directed teaching experiences should occur in currently-operating bilingual public school programs. This new program characteristic is not proposed as a requirement for programs leading to an endorsement of an existing certificate.

Endorsements to Existing Certificates

An endorsement to a certificate has been proposed above as a group minor of at least 24 semester hours. Code Rule 32 (1) (b) authorizes a continuing certificate upon the completion of an 18 semester hour planned course of study which may include work toward the bilingual endorsement. The earlier definition of a bilingual endorsement to a certificate requires a group minor of at least 24 semester hours consisting of a methodology component, a cultural component and a foreign language component. Following completion of 18 semester hours of this work, a person is authorized a recommendation for a continuing certificate by Code Rule 32 (1) (b), but may not be eligible at that time for the bilingual endorsement. For persons proficient in the oral and written skills of the language for which they are seeking an endorsement, the 18 hour requirement for a continuing certificate presents little, if any, problem since the person will not require intensive foreign language skill development. It is concluded, therefore, that a higher education institution teacher preparation program leading to a bilingual endorsement to an existing certificate or fulfilling the credit requirements for a continuing certificate must provide a mechanism for assessing oral and written skills in the foreign language for candidates with existing foreign language proficiency. Other persons seeking that endorsement must acquire that skill by conventional means.

Equivalency Option

Recognizing that certificated teachers seeking bilingual endorsements will bring to that program a broad range of skills in the non-English language, Rule 52, the equivalency option, provides a flexible means for institutional use in adapting bilingual endorsement programs to a broad range of non-English language skills brought to such programs by trainees. The equivalency option guidelines approved by the State Board and distributed to teacher preparation institutions provide substantial flexibility in regard to this program component.

In assessing non-English language skill adequacy preparing institutions are encouraged to work with public schools offering bilingual programs and employing bilingual teachers in determining the adequacy of the non-English language skill necessary for functioning as a bilingual teacher.

Teaching Certificate Endorsement for Bilingual/Bicultural Education [1]

Bilingual/Bicultural Education

(a) This endorsement is required for teachers of bilingual/bicultural education in elementary and secondary schools.

(b) The requirements are as follows:

1. A bachelor's degree based upon a four-year program in an accredited college.
2. A regular New Jersey teaching certificate in another field.
3. Completion of twenty-four semester-hour credits in Bilingual/Bicultural Education, including study in the following areas: Required areas of study are starred (*).
   - i. Cultural and cross-cultural studies–A minimum of twelve semester-hour credits, in separate or integrated courses, including study in each of the starred areas is required–designed to increase the understanding of cross-culture variables affecting learning including such courses as the following:
     - (1) *Social Psychology and the Bilingual Child
       or
       *Contemporary Social Problems (with emphasis on Bilingual/Bicultural child)
     - (2) *Language and culture
     - (3) *Bilingual/Bicultural field experiences
     - (4) Cultural Anthropology
     - (5) Comparative Cultures
   - ii. Linguistics– Three credits in the starred area are required.
     - (1) *Applied Linguistics–courses stressing techniques of second language skills development.
   - iii. Other areas–A minimum of nine semester-hour credits in separate or integrated courses.
     - (1) *Foundations of bilingual/multicultural education (rationale, history, survey of existing models)
     - (2) *Theory and practice of teaching the bilingual child in content areas. If this requirement is fulfilled with coursework, then it should be taught in English *and* the other language being used as a medium of instruction, wherever possible.
     - (3) *Theory and practice of teaching English as a second language.
   - iv. Demonstration of verbal and written proficiency in English and in one other language used also as a medium of instruction.

(c) All Bilingual/Bicultural certification programs to be offered at New Jersey colleges and universities must be reviewed by the Department of Higher Education and approved by the State Department of Education. Bilingual/Bicultural programs shall be developed by institutions of higher education so that the requirements set forth in subparagraph (b.) may be met in a variety of settings, including but not limited to specific courses.

[1] NJSA 18A:6-34 et. seq.; NJSA 18A:35-15 to 26; 6:11-8.8, October 1975.

The participants in such approved programs shall acquire the skills and knowledge prescribed in these rules and regulations before the dean of education recommends the candidate to the Bureau of Teacher Education and Academic Credentials for a Bilingual/Bicultural Certificate.

Provisional Certificate

A provisional Bilingual/Bicultural Education certificate may be issued to an applicant who presents the following:

a. A bachelor's degree based upon a four-year curriculum in an accredited college.

b. A regular New Jersey teaching certificate in another field.

c. Successful completion of twelve semester-hour credits of study toward the requirements for a standard Bilingual/Bicultural Education certificate.

d. Demonstration of verbal and written proficiency in English and in one other language used also as a medium of instruction.

Renewal of this certificate for an additional year is dependent upon the satisfactory completion of a minimum of six semester-hour credits of additional study toward meeting the requirements.

Provisional certificates in Bilingual/Bicultural Education will be issued until August 31, 1980. All persons employed as teachers in Bilingual/Bicultural Education programs prior to September 1, 1975, therefore, may have until August 31, 1980, to complete all requirements for the regular certificate, depending upon the number of credits which have been completed at the time of original issuance of the substandard certificate.

Emergency Certificate

An emergency Bilingual/Bicultural Education certificate may be issued to an applicant who presents the following:

a. A bachelor's degree based upon a four-year curriculum in an accredited college.

b. A regular New Jersey teacher's certificate in another field.

c. Demonstration of verbal and written proficiency in English and in one other language used also as a medium of instruction.

d. Proof of enrollment in an approved Bilingual/Bicultural Education program.

An emergency certificate will be issued upon application of a local district in which the local board of education declares its inability to locate a suitable certificated candidate.

Renewal of this certificate for an additional year is dependent upon the satisfactory completion of a minimum of six semester-hour credits of additional study toward meeting the requirements.

Emergency certificates in Bilingual/Bicultural Education will be issued until August 31, 1977. All persons employed as teachers in Bilingual/Bicultural Education programs prior to September 1, 1975, therefore, may have until August 31, 1977, to complete all requirements for the provisional certificate, depending upon the number of credits which have been completed at the time of original issuance of the emergency certificate.

Bilingual Education Teacher Certificate—B.A., Elementary Education[1]

In order to qualify for certification in Bilingual Education, persons earning a Bachelor of Arts in Elementary Education must satisfy the requirements listed below. These requirements are to be a component of an approved program in Bilingual Education for the elementary schools.

There are three basic areas of competence—Language, Culture, and Methodology. The Culture component is divided into two aspects. Due to the multicultural aspects of the training, this component is designed to provide the teacher with a knowledge of the socio-cultural content in which the bilingual-bicultural programs function.

An in-depth analysis of issues will prepare the teachers to cope with the ambient factors necessary to generate changes to improve education for New Mexico children. Furthermore, a comprehensive emphasis on the historical and fine arts aspects of the cultures of New Mexico will tend to enhance the affective and cognitive preparation of the teachers.

These requirements, when applying to persons preparing to teach Native Americans, shall be interpreted in terms of the needs of the children and of any specially designed programs for multicultural education in the various Native American languages of the state.

In relation to Methodology, the various ethnic groups of New Mexico are supported by cultural values which cannot be overlooked. The children's learning and motivational styles are in part dependent on these cultural manifestations. Therefore, all modern pedagogical systems must be analyzed in relation to the appropriate cross-cultural reterents of these ethnic groups.

Areas of Competence:

1. Language
   a) Fluency in the local dialect—to be measured by observation in field experience and practice.
   b) Extended functional vocabulary.
   c) Classroom terminology—(instructional language)
   d) Literacy skills—Degree of proficiency to be determined by an acceptable instrument when applicable.
2. Culture
   a) Fundamental aspects of ethnic group cultures of the Southwest.
   b) Monumental aspects of cultures with pre-requisite preparation so that these courses may be taught in the language of the culture.
3. Methodology
   a) Practicum to be conducted in a bona fide bilingual setting.
   b) There shall be three minimum components in the practicum: Language Arts, Social Studies, and Fine Arts which should be taught in the language of the culture.

The above requirements also apply to pre-service degreed teachers and for training of teachers already in the profession. For these teachers programs are to emphasize the language and the culture and instructions in these components are to be taught in the language of the culture if applicable.

[1] New Mexico Department of Education.

Bilingual-Bicultural Endorsement to an Elementary or Secondary School Certificate [1]

Elementary Teachers

Holders of elementary school certificates may obtain an endorsement to serve as an elementary bilingual-bicultural teacher by completing nine semester hours in the following areas:

1. Methods and Materials in Bilingual Education in Elementary Education
2. Social Foundations of Bilingual-Bicultural Education
3. Current Issues in Bilingual Education

In addition, an individual must show a demonstrated proficiency in speaking, reading, and writing in a language other than English and an understanding of the history and culture associated with the target language.

This proficiency must be attested to by an official designated by the Commissioner of Education at approved colleges or universities in Rhode Island. Forms for this purpose will be provided by the Office for Teacher Certification.

Secondary Teachers

Holders of secondary school certificates may obtain an endorsement to teach their specific subject or field in bilingual-bicultural programs by completing nine semester hours in the following areas:

1. Methods and Materials in Bilingual Education in Secondary Education
2. Social Foundations of Bilingual-Bicultural Education
3. Current Issues in Bilingual-Bicultural Education

In addition, an individual must show the demonstrated proficiency as noted above for elementary teachers.

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[1] Rhode Island Department of Education, effective May 6, 1976, except that persons presently engaged as bilingual-bicultural teachers in the public schools of Rhode Island will have until September 6, 1977, to meet these requirements.

Bilingual Teacher Certificate[1]

The program shall be in an area of specialization in Bilingual Education on the Elementary Teaching Certificate or a teaching field on the High School and Junior High Certificates. Both the area of specialization and the teaching field shall consist of 24 semester hours (12 of which must be junior level or above), which shall include:

Foundation Component

Studies emphasizing the:

(1) Rationale for Bilingual Education
(2) Orientation to the Statewide Program of Bilingual Education

Linguistics Component

Studies in Linguistics shall include Descriptive Linguistics, Applied Linguistics, Psycho Linguistics, and Contrastive Linguistics in English and the language of the target population for the Bilingual Certification.

Methodology Component

Methodology studies to develop skills and techniques in teaching:

(1) English as a second language
(2) The language of the target population as a first and second language
(3) Reading in English and the language of the target population
(4) Appropriate subject matter in the language of the target population for the Bilingual Certification (subject matter to be taught in the language of the target population)

Psychological Component

Studies of the principles of Educational Psychology (including testing) as applied to children or youth in a Bilingual Education Program

Cultural Component

Studies emphasizing the:

(1) Concepts of the culture, and cultural patterns of the target population
(2) Cultural contributions of the target population to the region

Language Component

Studies of the standardized dialect of the target population which will serve to expand the teacher's existing command of that language. A demonstrated proficiency at the teaching level in the language of the target population and in English must be achieved prior to the college recommendation. Basic language study as such is not to be included as a component of the Bilingual Program. Advanced language study shall not consist of more than six of the 24 semester hours.

Professional Education

Student Teaching Component

The student teaching experience shall include experience in a bilingual classroom at the appropriate level of the certificate program with teaching in both English and the language of the target population.

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[1]Texas Education Agency, Division of Teacher Education and Certification, April 6, 1974.

Bilingual Education Endorsements and Special Assignment Permits[1]

Bilingual Education Endorsements

An applicant for a bilingual education endorsement must have:

(1) baccalaureate degree;

(2) valid teacher certificate;

(3) evidence of proficiency in English and the language of the target population at the highest level for which the person has been certified as determined and recommended to a superintendent by a Public School Committee (whose make-up, qualifications and functions are set forth in guidelines distributed by the Texas Education Agency);

(4) one year of successful classroom experience in a state required bilingual education program or in an organized approved bilingual education program (see note); and

(5) the recommendations of the superintendent of the employing district

Provisions for obtaining endorsements to certificates under these procedures will remain in effect under continuing provisions as determined annually. Those individuals in progress who have not completed requirements when a termination date is established, will have not more than 24 months to complete all requirements.

(Note: An organized/approved bilingual education program is a program implemented in accordance with the provisions of Administrative Procedure 3252.1 Bilingual Education Program Description and approved by the Texas Education Agency.)

Emergency Teaching Permits and Permits for Special Assignment

The individual for whom an initial permit for Special Assignment for a teacher of bilingual education is requested must:

(1) hold a baccalaureate degree from an accredited college;

(2) hold a valid Texas Teacher Certificate;

(3) have participated, prior to beginning duties for the permit year, in an appropriate bilingual teacher training institute provided under law through the Texas Education Agency;

(3-1) a bilingual teacher training institute for a teacher determined to be English language monolingual by the Public School Committee (whose make-up, qualifications, and functions are set forth in guidelines distributed by the Texas Education Agency) consists of a minimum of 100 clock hours of language development in the language of the target population and a minimum of 30 clock hours on bilingual processes; or

(3-2) a bilingual teacher training institute for a teacher determined to be bilingual who meets minimum standards in English and the language of the target population as established by the Public School Committee consists of a minimum of 30 clock hours on bilingual processes.

A Special Assignment Permit for bilingual education, under these provisions only, may be renewed a maximum of three times. To renew the permit which allows a person to continue an assignment in a state required bilingual education program, the individual must:

(1) annually participate in a bilingual teacher training institute provided under law through the Texas Education Agency. The bilingual teacher training institute for a teacher under the renewal provisions

[1]Texas Education Agency, Division of Teacher Certification and Division of Bilingual Education, September 16, 1975.

consists of an annual minimum of an additional 100 clock hours of language development in the language of the target population; or

(2) identify regular progress, a minimum of six hours, in an approved bilingual teacher preparation program at an institution of higher education and show progress toward proficiency in the language of the target population.

Levels of progress appropriate to the written and spoken instructional level of the children at the assignment level of the teacher shall be established by the Public School Committee.

(Note.--When the individual achieves language proficiency as determined by the Public School Committee, he or she is eligible for the bilingual education endorsement.)

APPENDIX

Bilingual/Bicultural Teacher Education Standards Adopted by the National Association of State Directors of Teacher Education and Certification

Bilingual/Bicultural Teacher Education Standards Adopted by the National Association of State Directors of Teacher Education and Certification

The following common standards are appropriate for all college programs preparing teachers in bilingual/bicultural education:

Standard I

The program shall require that candidates for the bilingual/bicultural certificate possess a standard teacher's credential in another area of certification.

Standard II

The programs shall develop and/or evaluate the ability of the prospective teacher to function and instruct students both in English and in the language of the target student population with fluency and accuracy, good pronunciation and intonation.

Standard III

The program shall assure that the prospective teacher has an adequate knowledge of the history and culture of the target student population in addition to being competent with respect to the history and cultural patterns of the United States.

Standard IV

On the elementary school level the program shall develop in the prospective teacher the ability to instruct students in both English and in their dominant language in all basic subject matter content; on the secondary level the teacher shall be able to instruct students in both English and in their dominant language in his field(s) of specialization.

Standard V

The program shall prepare the prospective teacher to adapt existing materials to the needs of the bilingual/bicultural program.

Standard VI

The program shall include learning experiences in sociology and linguistics to the end that the candidate understands the differences between the language systems and can apply this understanding to a bilingual/bicultural teaching situation.

Standard VII

The program shall provide field opportunities for the prospective teacher in which he must demonstrate his ability to relate successfully to students, parents, and community members with the target cultural group.

Standard VIII

The program shall develop proficiency in teaching methods along with concomitant competencies which are appropriate for bilingual/bicultural teaching.

Standard IX

The program shall make the prospective teacher fully aware of the implications of dialect differences across cultural and social levels.

Standard X

The program shall provide the candidate with an understanding of the differences between the sound systems, forms, structures of the second language and English along with the ability to apply this understanding to teaching in the bilingual/bicultural program.

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